S.W.O.T. Analysis

S.W.O.T. *is an analysis mechanism to look at strengths, weaknesses, opportunities, and threats.*

Sample

The process was used after team meetings or class meeting to analyze and improve how they operated as a functioning group.

Strengths an, weaknesses & threats

"Did we get through the agenda? If not, why not?"
- confusion as to our goal
- communication problems
- lack of information
- lack of motivation
- interference of some kind--emergency, personal problem, team member called away...?"

"Did everyone have the opportunity to participate in the discussion? If not, why not:
- lack of adequate notification of agenda items and/or time to prepare
- one or two team members did all the talking and the rest felt closed out
- lack of time
- lack of interest or reluctance to disagree; unsureness about how others would react
- factions and emotion disrupted flow of communication?

"Were necessary group task and maintenance roles operating freely to promote ease in problem   solving and intercommunications? If not, why not?"
- confusion as to role
- competition and lack of role stability
- negatism and introduction of personalities?

Opportunity

"What kind of first aid would be most helpful in getting us back on the track?"
- help in understanding our goals
- help in practicing human relations techniques
- help in discovering the positive behaviors inherent in the various roles (through role playing) and practice in using them to build harmony and role stability
- help in improving techniques of observation as a means of enhancing our effectiveness as a group, especially in areas such as planning and problem solving
- a team in-service program
- personal in-service programs
- the services of an objective troubleshooter from outside the team--perhaps the school principal or Curriculum Coordinator

"Brain Compatible? 4Check It Out!"	
Stress = brain downshifts	Content must have relevance for the learner
M(memory) space = how much the learner works on at a time	Brain pays conscious attention to only one thing at a time
Enriched environment = increasing dendrite branching	All learning enters through our senses/emotions

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